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ABSTRACT

In 1989 an Occupational Education Bridge Program was developed in New York for motivated high school students who performed in an average manner academically. During 1989-90 the program provided 114 students from five academic/comprehensive high schools in Queens with a vocational education experience at Queensborough Community College (QCC). Project staff from the City University of New York worked closely with 10 high school staff (5 Assistant Principals and 5 special counselor-liaisons) and 5 college personnel. The purpose of the program was to provide the students with first-hand experience in a college setting through an initial exposure to a career program. A series of staff development workshops were also held to train both high school and college personnel in career development aspects of the high-school-to-college transition process. During the program period, individual and group sessions between counselors and students focused on reviewing study skills, identifying career interests, using computerized career guidance and information systems, helping students negotiate the college system, and planning for the future. Evaluation for 1989-90 was conducted by ongoing assessments of program activities. Exit interviews conducted by counselors indicated that nearly all students, including early program withdrawals, reported positive outcomes from participation in the program. In addition, a career exploration inventory was completed by the students before and after the program which demonstrated greater career focus as a result of the program. The evaluation instrument, course selection form, exit interview form, and course description booklet for spring 1990 are included. (JMC)

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OCCUPATIONAL EDUCATION BRIDGE PROGRAM IN COMMUNITY COLLEGES FOR ACADEMIC HIGH SCHOOL STUDENTS

Final Report
1989-1990

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OCCUPATIONAL EDUCATION BRIDGE PROGRAM IN COMMUNITY COLLEGES FOR ACADEMIC HIGH SCHOOL STUDENTS

Final Report 1989-90

Introduction

The Occupational Education Bridge Program (OEBP), conducted by the CASE Institute for Research and Development in Occupational Education, under the auspices of the New York State Education Department, has now completed its first year of operation (1989-90) and has substantiated the viability of an Occupational Education Bridge Program for motivated high school students who perform in an average manner academically. During 1989-90 the program provided 114 students (61 Juniors/53 Seniors) from five academic/comprehensive high schools in Queens[1] with a vocational education experience at Queensborough Community College. Project staff worked closely with 10 high school staff (five Assistant Principals of Guidance and five counselor-liaisons) and five college personnel in implementing the program (Director of Admission Services, Dean of Academic Affairs, Director of Counseling, Director of Career Development, Director of Student Services). The high school counselor-liaisons were either licensed guidance counselors, college advisors or teachers. The Executive Assistant to the Superintendent for Queens High Schools oversaw the efforts of the high school participants.

The major purpose of the program was to provide a Bridge between academic/comprehensive high schools and community colleges that offers high school students a first-hand experience in a college setting through an initial exposure to a career program. The project is primarily for "average"[2] students who are uncertain about their occupational and educational future; who have the potential of participating successfully in a career program but lack awareness of such possibilities in a community college and, who, with support and direction, could profit from such an experience.

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[1] Bayside, John Bowne, Cardozo, Flushing, and Francis Lewis.

[2] "average" students accepted into the program had high school averages between 70 and 85.

Unlike other Bridge models that provide college level courses at a high school site, this project directly involved students in the community college milieu. Thus, high school students had an opportunity to compare their capabilities and talents with those of regular matriculated college students. In addition, students experienced how to negotiate normal college routines and procedures, such as registration, buying textbooks and becoming familiar with a college vocabulary (electives, credits, concentration), thus increasing their knowledge of the college organization, services and academic requirements. Although these were ancillary aspects of the project, it provided a more complete approach to the "bridge" process.

Furthermore, in the development of the model, a series of staff development workshops were held which trained and oriented both high school and college personnel in career development aspects of the high school-to-college transition process, including such areas as time management, study skills and use of two different computerized guidance and college and career information systems, i.e., SIGI and Metroguide. Such inservice learning was then used in group and individual counseling sessions with students in order to raise students' level of occupational aspiration and increase their career maturity.

Project Activities

Laying the Foundation

To ensure maximum support and cooperation in implementing the project, the following steps were taken.

- Project staff informed the Superintendent of Queens High Schools of the project and obtained names of principals of the high schools that were to participate in the project.
- Project staff contacted the principals by letter and follow-up phone calls.
- Principals assigned Assistant Principals of Guidance to oversee the project and to select counselor-liaisons.
- Project staff, with the assistance of the Director of Admissions Services of Queensborough Community College convened an introductory luncheon for all high school and college program participants at which program goals and recruitment strategies and procedures were outlined, timelines established and data collection forms distributed. The forms were:

- a student information form (see Appendix)
- a counselor-liaison demographic form
- a course selection form (see Appendix)
- a career concerns inventory (to be used pre & post program) to be administered to each student selected for the program
- an exit interview form (to be used if a student withdraws from the program). (see Appendix)

At this meeting, the staff development component of the project was described and discussed.

Following the introductory meeting, project staff spoke by phone and/or made individual visits to counselor-liaisons to clarify questions and concerns, allay anxieties and provide support. In some schools we explored the idea of integrating use of Metroguide, a computerized guidance and information system, into the career exploration and course selection process. In some schools the system was not operating, precluding its use.

The importance of individual visits cannot be overemphasized. They provide an opportunity to remind counselor-liaisons of various details such as:

- o in order to register at Queensborough Community College, each student needs to have a social security card;
- o parents permission is needed;
- o although tuition is free, some expenses might be incurred for books or supplies (film, darkroom paper, computer discs).

At individual meetings with counselor-liaisons, obstacles to completion, such as jobs and overbooking one's activities, were reviewed in an attempt to "head off" problems and to maximize the likelihood of a student having a successful college experience.

Student Recruitment and Selection.

Recruitment and selection of students requires several steps. Counselor-liaisons need to:

- o Publicize the program to students, teachers and guidance counselors.
- o Distribute recruitment letters.
- o Obtain responses from interested students.

- Determine whether a student who expresses interest in participating meets the entrance criteria (70-85% average; uncertain about his/her occupational education future; has the potential of participating successfully in a career program but lacks awareness of such possibilities at a community college and who, with support and direction, could profit from the experience.)

- Collect data: student demographics, parents permission forms, course selection forms, concerns inventory (a questionnaire administered to assess student concerns about schooling and future careers).

- Have meetings with students to review transportation concerns, course offerings, program requirements (e.g., 40 wpm typing speed in order to take word processing).

The above-described recruitment and selection procedures were managed in differing ways by high school counselor-liaisons. This was a function of the kind of organizational structure at their high school, as well as each liaison's working style. For example, some counselors sent a letter to junior and senior classes to determine how many students might be interested. The counselor then checked the records of responding students to see if the students met the entrance criteria (i.e., 70-85 academic average). Then, the counselor met with those students to explain the program further. Other counselors identified qualifying students from their caseloads and then met with this cohort to clarify program requirements, make course selections, and fill out data forms.

The following guidelines were provided to each of the five counselor-liaisons in the participating high schools to insure that all aspects of the program were included.

1. Select 22-25 interested students who meet participation criteria. (Some will decide not to participate).

2. All students are to fill out a student information form and Career Concerns Inventory (pre-survey).

3. Review tentative course offerings.

4. Obtain parents' permission for students to participate.

5. Obtain variance for special transportation pass.

6. Advise students that although the course is offered free-of-charge, i.e., no tuition fee, they will need to pay for books, and where required, photography equipment, art supplies and computer discs.

7. Advise students they will need a social security card to register.

8. Advise students not to "overbook" themselves - experience indicates that doing regular high school work, and a job, and a college course is too heavy a burden and is a major reason for withdrawal.

9. Emphasize to students that some courses have prerequisites, such as word processing which requires the ability to type 40 wpm and that some courses tend to be more difficult than others (e.g., accounting).

10. Counselor-liaisons are to obtain 9th and 10th grade academic averages (for juniors), 9th, 10th and 11th (for seniors).

11. Students who start the program but later withdraw are to fill out "Exit Interview" forms.

These are preliminary steps prior to course selection and registration procedures.

Course Offerings

Project staff, in collaboration with Queensborough Community College's Office of Admissions Services, produced and distributed a mini-catalogue of occupational course offerings to all prospective students via their high school counselor-liaison (see Appendix). The number of courses offered is limited by the fact that Bridge students can attend college only after 2:00 or 3:00 in the afternoon when they complete their high school day. Afternoon, early evening, and Saturday sections of courses were also offered.

Following is a sample listing of occupational courses from which Bridge students could choose.

Drawing I

Introduction to Photography

Principles of Accounting

Business Organization and Management

Business Law

Introduction to Business Data Processing

Introduction to Computer Programming for Business

Typewriting/Keyboarding I

Introduction to Word Processing

Fundamentals of Speech

Music on the Modern Stage

The Business of Music

Fundamentals of Architectural Design

Computer Assisted Design Drafting

Enrollment in any one course was limited to five high school students thus ensuring the quality and ambiance of a typical college class. In a few instances, exceptions were made. Course selection was completed early in January.

Students were asked to indicate a first, second and third choice on the course selection form. They filled out course registration cards just as regular college students do in order to experience the process. These cards needed careful monitoring to pick up many errors.

We learned that a student's choice of course is oftentimes influenced by some of the following factors:

- o interest
- o the hours a course is offered (i.e., earlier or later)
- o the number of class sessions per week (e.g., one day vs. three days)
- o having a required pre-requisite skills, (e.g., 40 wpm typing speed for a word processing course).

Of the 114 students that enrolled, seventeen selected evening courses; seven enrolled in Saturday classes.

Registration. Project staff met with Queensborough Community College's Director of Admission Services to preregister students. This was done prior to the student orientation meeting scheduled for the following week so that any problems such as changes, omissions, or withdrawals before the semester began could be resolved at the orientation, prior to the beginning of the semester. This time crunch appears to be unavoidable as final class schedules are not settled until mid December and the Christmas Holiday intervenes.

Orientation. It is widely recognized by colleges[3] that students need help during the transition from high school to the college environment. Once in college, this usually takes the form of a freshman seminar course. In lieu of a complete course, as a first step in introducing Bridge students to Queensborough Community College an orientation meeting was held. Students viewed a promotional videotape, toured the campus, including the library, bookstore, and recreational facilities, and had their identification cards' photographs taken. Their class schedule and college catalogues were distributed.

Monitoring Program Activities

Project staff maintained ongoing contact with counselor-liaisons and Queensborough Community College staff by telephone and on-site visits to the high schools and college. These contacts focused on clarifying and assisting with matters and seeking solutions to counselor concerns. Project staff and liaisons discussed and/or resolved such matters as:

- o data missing from student information forms;
- o incomplete registration cards;
- o premature withdrawal;
- o what steps to follow for students wanting to withdraw;
- o conflict between demands of high school and demands of college program;
- o the need for tutoring services; and
- o the need for specific reasons for withdrawing from the program.

Themes of Student/Counselor Sessions

Counselor-liaisons met with students individually and in groups. Sessions focused on the following activities:

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[3]See Gordon, Virginia N. and Grites, Thomas J. The Freshman Seminar Course Helping Students Succeed. Journal of College Student Personnel. July 1984.

- o reviewing study skills;
- o identifying career interests;
- o using computerized career guidance and information systems;
- o helping students negotiate the college system; and
- o planning for the future.

In addition, counselors encouraged students to assess their progress in class. Students were urged to ask their instructors, "How am I doing," thus learning a process of self-examination. Several reported "surprised" when told they were holding their own, doing well, etc. Others realized they had to make adjustments in their schedules and study habits.

Staff Development

Project staff conducted a series of staff development sessions that responded to the explicitly stated needs of counselors. For example, sessions were conducted on study skills and how to use a career assessment inventory and an interactive computerized guidance and information system (SIGI). Four training sessions were conducted at Queensborough Community College.

Each session began with a review of issues that arose during their individual and group counseling sessions with students and an exchange of problem-solving strategies. This activity was followed by either a presentation, study skills videotape or hands-on demonstration of SIGI. Counselors used the system themselves in order to fully experience how it feels and what information it can provide. The high school counselor-liaison then tried out the skill with students at their high school. For example, some counselors distributed copies of the sample time management schedule they had received at the staff development session that dealt with time management and had students maintain it for several weeks. Others brought students to Metroguide, a computerized guidance and information system available at their own school, and had students explore careers via that system.

Project staff arranged with Queensborough Counseling Center for the time to be set aside so that counselors-liaisons could have their students use SIGI and view the videotapes on time management and notetaking. At each session, project staff

distributed materials related to the theme of the session in order to reinforce the activity. For example, for the session on SIGI, in addition to the hands-on experience, we gave counselors a folder containing information on the theoretical foundations of SIGI system (i.e., values orientation) and samples of the system's output.

Following the staff development meetings counselor-liaisons conducted meetings with students on a variety of topics:

- o using the library for research,
- o balancing responsibilities and planning your time,
- o studying successfully,
- o exploring career interests,
- o using Metroguide for career and college awareness,
- o exploring feelings after speaking with professor to find out how they're doing, and
- o conducting information interviews with someone who is in the career of the student's interest.

Recommendations for future staff development sessions

Counselor-liaisons reported that they found the staff development sessions interesting and valuable. Project staff polled counselors for possible future topics resulting in the following suggestions:

- o how to do a research paper;
- o test taking strategies;
- o how to understand a college vocabulary;
- o differences between high school and college;
- o how to listen and communicate more effectively with people, and
- o how to deal with parental influences on career and course choices.

Some counselor-liaisons suggested that it might be more profitable if more staff training sessions were held in the Fall so that more time would be available for

meetings with students during the Spring. They also asked that career exploration via SIGI or Metroguide be more thoroughly integrated into the program.

Program Outcomes

Grades. Following is a listing of the grades we have for 94 of the 114 students.

Occupational Bridge Statistics
Spring 1990

Grade	Total
A	5
A-	7
B	2
B+	5
B-	5
C	3
C+	2
C-	5
D	1
D+	2
D-	3
F	5
INC	2
W	29
WU	18

Forty-five students (48%) completed their course while forty-nine (52%) withdrew officially or unofficially (i.e., simply stopped attending). We do not have grades for 20 students, some of whom registered, but never started (many of these were from one high school), or no grade was listed in the Queensborough Community College computer. The completion/withdrawal rate seems to closely parallel the typical incoming freshman rate at Queensborough, (according to the Director of Enrollment Management).

From students' responses, it would seem that, when viewed in the context of the program's objectives (see page 1), the program achieved what it set out to do.

- o to provide a Bridge between academic/comprehensive high schools and community colleges that offers high school students a first hand experience in a college setting through an initial exposure to a career program.

- o to provide a program primarily for "average" students who are uncertain about their occupational and educational future, who have the potential of participating successfully in a career program but lack awareness of such possibilities in a community college and, who, with support and direction, could profit from such an experience.

While in some ways, an attrition rate of 52% may be perceived as high, we learned from exit interviews conducted by counselor-liaisons with program leavers that almost all students, whether they completed or not, reported that their participation had a positive outcome.

Typical comments were:

"I know what to expect at college."

"discussions in the class were great. . .gave me an opportunity to see and learn ahead of time in what subject I'm planning to major in"

"a chance to interact in a college atmosphere"

"found out what college is and what you have to do"

"met new friends"

"many experiences"

"professor gave advice on architecture schools."

Liaisons conducted exit interviews with program leavers for the following purposes:

- o to identify problem areas that could be modified in the future,
- o to deal with any negative effects associated with a student's self-esteem,
- o to examine parental influences on educational and career choices,
- o as a counseling tool,
- o to prepare students for a second opportunity, and
- o to examine what might have gone wrong with different aspects of the experience

We learned that the main reasons students left the program (in order of frequency) were:

- o the college coursework interfered with their high school work;

- o the coursework was too difficult;
- o the course was not what the student expected;
- o the student would have preferred a different course (i.e., did not get first choice);
- o personal/family problems, and
- o travel time was too long and/or too difficult.

What we learned from the exit interviews has two major implications for future planning.

1. It can guide our efforts to improve retention, and
2. It can guide counseling activities.

For example, we learned that students need to talk with their parents to resolve undue influence on educational and career choices and parents need to develop insights into how to deal with a situation when their child's values come into conflict with their own values.

What we've learned

Although the program, for the most part, ran smoothly, there are some areas that might be improved, as follows:

- o Selection of participants. Students need to be screened more carefully to assess their committment to completing the program and the extent of their outside activities.
- o Specific content and basic requirements of courses need to be clarified prior to enrollment, e.g., does the course require knowledge of algebra.
- o Students need more counseling and on-going support. Counselor-liaisons report that some students feel embarrassed to talk to a counselor when they want to withdraw. Students must be closely monitored and supported. The issue of withdrawing as a blow to one's self-esteem needs to be dealt with, since the purpose of the program is to offer the student a "try-out" experience.
- o Having parents participate actively in the Bridge program might, in some cases, forestall poor career choice making and possible family conflict. Parents and students might benefit if parents fully understood the goals of the program.

- Expanding the scope of college offerings in a sequential manner may be helpful, e.g, Queensborough Community College is presently exploring the possibility of offering cardio-pulmonary resuscitation (CPR) a pre-requisite for emergency medical technology (EMT) training. Also under examination is the possibility of offering remedial math courses at the high school in order to prepare students for technology courses. Improving the coordination between high school and college curriculum offerings would seem to be a worthwhile goal.

Evaluation

Program evaluation for 1989-90 was conducted by ongoing assessments of programmatic activities, e.g., the mini catalogue, administrative calendars and staff development workshops, in order to collect and feed back information that would indicate how the project was serving the students attending Queensborough Community College. That is, the evaluation was to provide information that was important to program development and necessary for program administration, and was concerned with the following questions:

1. What are the major areas of concern of the students with regard to careers and school?

2. What are the students' attitudes toward the program?

3. Did the student successfully complete the program?

In addition, a 17 item Career Exploration Inventory of student's questions and/or concerns was completed by the participants. In addition to serving as a pre-post measure, these data provided useful feedback to project personnel in terms of guidance, future recruitment and course offerings. The Inventory requested students to indicate which "concern" statements were a major concern, a moderate concern, or not a concern at all. Although all five schools completed the questionnaire administered at the beginning of the program, only two completed the post measure. The data for all students who completed the Career Exploration Inventory prior to program enrollment appears below.

Career Exploration Inventory (PRE)

Matters of Concern to Participants in the Occupational Education Bridge Program

1. I wish I knew what my real interests are. (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	41	30	28
%	41.41%	30.30%	28.28%

Percentage indicating major or moderate concern: 71.72%

2. What should I do after I finish high school. (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	62	19	18
%	62.63%	19.19%	18.18%

Percentage indicating major or moderate concern: 81.82%

3. What is college really like? (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	62	34	3
%	62.63%	34.34%	3.03%

Percentage indicating major or moderate concern: 96.97%

4. Should I plan to go to college? (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	58	18	23
%	58.58%	18.18%	23.23%

Percentage indicating major or moderate concern: 76.77%

5. What are the requirements for college? (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	68	25	6
%	68.69%	25.25%	6.06%

Percentage indicating major or moderate concern: 93.94%

6 Can I get into the college of my choice? (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	79	16	4
%	79.80%	16.16%	4.04%

Percentage indicating major or moderate concern: 95.96%

7. I wish I could afford to go to college (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	45	38	16
%	45.45%	38.38%	16.16%

Percentage indicating major or moderate concern: 83.84%

8 How can I get information about college loans and scholarships? (N=99)

	A major concern	A moderate concern	Not a concern
Freq.	54	38	7
%	54.55%	38.38%	7.07%

Percentage indicating major or moderate concern: 92.93%

9. How do you make application for college? (N=95)

	A major concern	A moderate concern	Not a concern
Freq.	39	42	14
%	41 05%	44.21%	14.74%

Percentage indicating major or moderate concern: 85.26%

10. Do I have the ability to do college work? (N=95)

	A major concern	A moderate concern	Not a concern
Freq.	54	31	10
%	56.84%	32.63%	10.53%

Percentage indicating major or moderate concern: 89.47%

11. I need more information about community college. (N=95)

	A major concern	A moderate concern	Not a concern
Freq.	31	37	27
%	32.63%	38.95%	28.42%

Percentage indicating major or moderate concern: 71.58%

12. I need more information about occupational opportunities after high school. (N=-94)

	A major concern	A moderate concern	Not a concern
Freq.	53	28	13
%	56.38%	29.79%	13.83%

Percentage indicating major or moderate concern: 86.17

13. What kind of training is needed for different jobs. (N=96)

	A major concern	A moderate concern	Not a concern
Freq.	59	32	5
%	61 46%	33.33%	5.21%

Percentage indicating major or moderate concern: 94.79%

14. I need to know more about jobs as technicians. (N=95)

	A major concern	A moderate concern	Not a concern
Freq.	17	30	48
%	17.89%	31.58%	50.53%

Percentage indicating major or moderate concern: 49.47%

15. I want to learn a trade. (N=95)

	A major concern	A moderate concern	Not a concern
Freq.	21	37	37
%	22.11%	38.95%	38.95%

Percentage indicating major or moderate concern: 61.05%

16 Which course will be most useful to me later on (N=95)

	A major concern	A moderate concern	Not a concern
Freq.	67	26	2
%	70.53%	27.37%	2.11%

Percentage indicating major or moderate concern: 97.89%

17. Which fields will offer good job opportunities when I finish school. (N=95)

	A major concern	A moderate concern	Not a concern
Freq.	82	10	3
%	86.32	10.53	3.16

Percentage indicating major or moderate concern: 96.84

Discussion

Only two of the 17 items were of major or moderate concern to less than 70% of the students in the program (items 14 & 15). These results were taken to support the rationale for the Bridge program in general and to support the student selection process which targeted students who needed to clarify their career plans.

The particular statements that the students most often deemed to be "major" or "moderate" problems were also important for the project planners to consider as they shaped the continuation and/or expansion of the program and staff development activities.

In rank order, the five greatest concerns of students were:

- Item 16. Which course will be most useful to me later on. 97.89%
- Item 17. Which fields will offer good job opportunities when I finish school. 96.84%
- Item 6. Can I get into the college of my choice? 95.96%
- Item 13. What kind of training is needed for different jobs? 94.79%
- Item 5. What are the requirements for college? 93.94%

Career Exploration Inventory--Post

Pre-post comparison for the combined data from two schools appears on the following page.

Francis Lewis and John Bowne High Schools--Combined Data

		PRE (N=47)		POST (N=36)	
		Major Concern	Moderate Concern	Major Concern	Moderate Concern
1. I wish I knew what my real interest are.	Freq.	19	16	9	10
	%	40.43	34.04	25	27.78
2. What should I do after I finish high school?	Freq.	30	9	18	4
	%	63.83	19.15	50.0	11.11
3. What is college really like?	Freq.	30	16	15	10
	%	63.83	34.04	41.67	27.78
4. Should I plan to go to college?	Freq.	29	8	18	3
	%	61.70	17.02	50.0	8.33
5. What are the requirements for college?	Freq.	31	14	22	8
	%	65.96	29.79	61.11	22.22
6. Can I get into the college of my choice?	Freq.	35	12	25	3
	%	74.47	25.53	69.44	8.33
7. I wish I could afford to go to college.	Freq.	21	17	14	10
	%	44.68	36.17	38.89	27.78
8. How can I get information about college loans and scholarships.	Freq.	25	20	16	12
	%	53.19	42.55	44.44	33.33
9. How do you make application for college?	Freq.	19	23	15	10
	%	40.43	48.94	41.67	27.78
10. Do I have the ability to do college work?	Freq.	30	11	9	16
	%	63.83	23.40	25.0	44.4
11. I need more information about community colleges.	Freq.	14	23	8	9
	%	29.79	48.94	22.22	25.0
12. I need more information about occupational opportunities after high school.	Freq.	28	11	14	9
	%	59.57	23.40	38.89	25.0
13. What kind of training is needed for different jobs?	Freq.	30	14	17	13
	%	63.83	29.79	47.22	36.11
14. I need to know more about jobs as technicians.	Freq.	5	16	3	4
	%	10.64	34.04	8.33	11.11

		PRE (N=47)		POST (N=36)	
		Major Concern	Moderate Concern	Major Concern	Moderate Concern
15. I want to learn a trade.	Freq.	7	17	7	6
	%	14.89	36.17	19.44	16.67
16. Which course will be most useful to me later on?	Freq.	34	13	20	10
	%	72.34	27.66	55.56	27.78
17. Which fields will offer good job opportunities?	Freq.	44	2	22	9
	%	93.62	4.26	61.11	25.0

Discussion

As expected, the percentage of responses reported as a major concern dropped from pre to post on all but one item (#15) indicating the overall effect of the program in addressing career development concerns.

Items showing a decrease of 15% or more, as A Major Concern, are presented below in descending order.

Item 10. Do I have the ability to do college level work. 38% decrease (63.83 to 25.0)

Item 17. Which fields will offer good job opportunities? 32% decrease (93.62 to 61.11)

Item 3. What is college really like? 22% decrease (63.83 to 41.67)

Item 12. I need more information about occupational opportunities after H.S. 20% decrease (59.57 to 38.89)

Item 16. Which course will be most useful to me later on? 17% decrease (72.34 to 55.56)

Item 13. What kind of training is needed for different jobs? 16% decrease (63.83 to 47.22)

Item 1. I wish I knew what my real interests are. 15% decrease (40.43 to 25.0).

The changes in the seven items above specifically highlight the extent to which the Bridge experience was useful to program participants. Students seem to

be somewhat more certain of their ability to do college level work and to understand better what the college experience is like. There also appears to be reduced anxiety about jobs and careers although a need for additional counseling and support would seem to be indicated by the smaller decreases in items 12, 16, 13 and 1. Major continuing concerns about the requirements for college (#5) and how to make applications for college (#9) point the way for intensified college counseling efforts for these Bridge program participants who may now, possibly as a result of a changed self-concept, be considering college attendance. Items #2 and #4 ("What should I do after I finish high school?" and "Should I plan to go to college.") reveal, among 50% of the students surveyed, that although the program addresses and reduces students major concerns about what to do after high school and whether college is part of their plan, it by no means eradicates them.

Students Feelings and Attitudes as Reported to Counselor Liaisons

Toward the end of the semester, the counselor-liaisons at each of the high schools met with the student participants to discuss their Queensborough Community College experiences and to obtain their ideas about the program's operation. Subsequent to these meetings the counselor indicated his/her perceptions of the students' feelings and attitudes on a 14 item likert-type five point scale that dealt with Queensborough Community College, higher education and career planning. Responses were obtained for 64 students.

A summary follows.

Summary of Students Feelings and Attitudes as Reported to Counselor Liaisons (4 Schools)
(Ratings 5 & 4 Very Much & To a Large Extent)
(N=64)

	%
1. Student appreciates opportunity to learn something that is not available at his/her home school.	92.19
2. Student feels that the extra effort required to attend Queensborough Community College is worthwhile.	90.63
3. Student is enthusiastic about the course at Queensborough Community College.	71.88
4. Student likes being at the college.	87.5

	%
5. Compared to similar high school students not in the Bridge Program the student has a positive attitude toward higher education.	89.06
6. Compared to high school work, the student feels the college course is difficult.	35.94
7. Compared to high school, the student feels that the college instructor gives too much work.	25.0
8. The student is eager to enter the world of work.	81.25
9. The student has a positive attitude toward exploring career choices.	93.75
10. The student has become more knowledgeable about him/herself, e.g., needs, interests, abilities, likes and dislikes.	71.88
11. The student has obtained career-related information, e.g., job duties, tasks, roles, occupational opportunities, etc.	60.94
12. The student has begun to be involved in career planning.	67.19
13. The student has a better understanding of the steps necessary to achieve a career objective.	76.56
14. The student has a better understanding of the issues and barriers which may hinder his/her movement toward a career objective.	75.0

Discussion

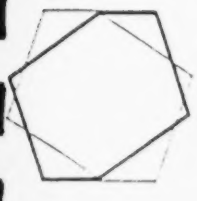
Students had very positive attitudes toward the program. Most students were enthusiastic about their course, liked being at the college, did not feel they were given too much work nor that it was difficult. While all responses are skewed positively, from a relative standpoint students apparently could profit from more career planning experiences. In some ways these results parallel the "concerns" inventory.

Conclusion

Self report data plus enrollment and student performance data (see pages 6 and 10) reveal a positive pattern of program impact, and the utility and feasibility of a program of this nature. Future efforts need to further attend to the career planning needs and concerns of students. However, totally ameliorating concern or anxiety levels in the career development area are not necessarily the optimal outcome since some students must in fact become more, rather than less concerned with planning their future.

Appendix A

Bridge Student Information Form



The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036
212 221-3895/96

BRIDGE STUDENT INFORMATION FORM

PLEASE PRINT

Name: _____
(First Name) (Last Name)

Address: _____
(Street) (Apt. #)

_____
(City) (Borough) (State) (Zip Code)

Home Telephone Number: _____
(Area Code) (Number)

Social Security #: _____

Date of Birth: _____
month/day/year

Sex: (check one) _____ male _____ female

Name of High School: _____

Junior or Senior: _____

9th and 10th grade Academic Avérage _____
(9th, 10th, 11th for seniors)

Parents Consent _____ _____

Appendix B

Course Selection Form

OCCUPATIONAL EDUCATION BRIDGE PROGRAM

COURSE SELECTION FORM

Please Print

NAME: _____ _____ High School: _____
First Last

(Please check one) ___Junior ___Senior

After reading the course descriptions in the attached booklet, please write your first, second, and third choice of the courses that you would like to take and the section for each selected course if you have a preference. The section indicates the days and time when the course is given.

If you need further explanation, speak to your college advisor who is most willing to assist you.

	Course (Number and Name)	Section (Letter(s))	Laboratory (Where appropriate)
First Choice			
Second Choice			
Third Choice			

Note: For photography course, student must supply own 35 mm camera, paper, film and film chemicals.

Appendix C

Exit Interview Form

EXIT INTERVIEW

For Dropouts from Bridge Program

Student's Name _____ High School _____ Date _____

1. Why did you decide to leave the program?

2. What course were you in?

3a. How long did you stay in the program?

3b. How many sessions did you attend?

4. Was the coursework too difficult?

5. Was there too much work?

6. Did the course require too much homework?

7. Did the coursework interfere with your high school work?

8. Did the coursework interfere with your social life?

9. Was the course not what you expected?

10. Was the course work boring?

11. Was the instructor boring?

12. Was the instructor indifferent to you as a student?

13. Was the travel time not worth what you were getting out of the course?

14a. Would you have remained in the program if you had some help?

14b. If yes (to help), what kind of help would you have liked?

15. Was the problem with the particular course you chose or do you think you would have left no matter what course you selected?

16. Which other course would you have preferred?

17. Did anybody in your family or any of your friends suggest that you drop out of the program?

18. What are your plans after graduation?

19. Did any positive things happen to you at the College? What were they?

20. Would you consider going to Queensborough Community College after you graduate?

Appendix D

Course Description Booklet - Spring 1990

BU-101 Principles of Accounting
5 class hours 4 credits

Accounting concepts and conventions; accounting tools and techniques, including records and statements; general and special journals; general and subsidiary ledgers; controlling accounts, adjusting and closing entries; worksheets and financial statements; systems and controls (including voucher system and payroll system).

Section NS	Monday	3-4:50
	Tuesday	3-4:50
	Thursday	3-3:50
Section MK	Monday	2-3:50
	Wednesday	2-3:50
	Thursday	2-3:50
EVENING		
Section G1	Monday	6:15-8:30
	Wednesday	6:15-8:30
Section J1	Tuesday	6:15-8:30
	Thursday	6:15-8:30
Section XY		
Sat	Saturday	9-1:50

BU-201 Business Organization and Management
3 class hours, 3 credits

Structure and character of modern business; business and its relationship to other social organizations; how businesses are organized and managed; human factors in business and industry; management and the decision-making process; planning, organizing, programming and controlling processes; production, financing, and marketing considerations in operation of business enterprises.

Section MX	Monday	3-3:50
	Tuesday	3-3:50
	Friday	3-3:50
Section SN	Monday	3-3:50
	Tuesday	3-3:50
	Thursday	3-3:50
Section PT	Tuesday	4-5:15
	Thursday	4-5:15
Section SP	Monday	4-4:50
	Wednesday	4-4:50
	Thursday	3-3:50
EVENING		
Section A	Monday	6:15-7:30
	Wednesday	6:15-7:30
Section D	Tuesday	6:15-7:30
	Thursday	6:15-7:30
SATX	Saturday	9-11:50

QUEENSBOROUGH COMMUNITY COLLEGE

OCCUPATIONAL EDUCATION BRIDGE PROGRAM

Course Description Booklet

Spring 1990

AR-231 Ceramics 1
4 studio hours 2 credits

Learning the use of the potter's wheel. Handbuilding techniques and an introduction to glazing and kiln operation. Development of individual strengths through critiques with the instructor, slide presentations, and group discussions

Section KR Thursday 2-5:50

AR-251 Drawing I
4 studio hours 2 credits

Drawing in pencil, ink, charcoal, and other appropriate media; development of skill in representation of objects through form, line, texture, drawing from nature, still life, and the human figure.

Section KT Tuesday 2-5:50

AR-261 Painting I
4 studio hours, 2 credits

Basic elements of oil or acrylic painting, designed for acquisition of skill and technique in medium. Experiences in realism, abstraction, and nonobjectivity.

Section MR Monday 2-5:50

AR-461 Introduction to Photography
4 studio hours, 2 credits

Workshop in fundamentals of photography; its possibilities for visual communication. Use of cameras and equipment. Basic study of the photographic processes; developing, printing, enlarging. Student supplies own 35mm camera, paper, film, and film chemicals.

Section KT Tuesday 2-5:50
Section MT Wednesday 2-5:50
(Approximately $50 Cost for Supplies)

EVENING
AR-461 - Photography
SATXY - S - 10-1:50

BU-301 Business Law
3 class hours, 3 credits

A brief survey of the American legal system; development and application of essential principles of law of business contracts; study of New York State laws and recent cases; Uniform Commercial Code as it applies to business contracts.

Section MK	Monday	2-2:50
	Wednesday	3-3:50
	Thursday	2-2:50
Section NS	Monday	3-3:50
	Tuesday	3-3:50
	Thursday	3-3:50
Section SP	Monday	4-4:50
	Tuesday	4-4:50
	Thursday	4-4:50
Section RT	Monday	5-5:50
	Tuesday	5-5:50
	Thursday	5-5:50
EVENING		
Section A	Monday	6:15-7:30
	Wednesday	6:15-7:30
Section D	Tuesday	6:15-7:30
	Thursday	6:15-7:30
SATX	Saturday	9-11:50

BU-500 Introduction to Business Data Processing
2 class hours, 2 laboratory hours, 3 credits

Introduction to the use of computers in business, concepts of computer hardware and software, elements of problem-solving. Designed to provide "hands-on" experience with the IBM personal computer. Software packages are applied to business applications including spreadsheets, text editing, data base, graphics and communications.

Section LM	Monday	3-3:50
	Tuesday	2-3:50
	Thursday	3-3:50
Section RS	Tuesday	4-5:50
	Thursday	4-5:50
EVENING		
Section GL	Monday	6:25-8:05
	Wednesday	6:25-8:05
Section J1	Tuesday	6:25-8:05
	Thursday	6:25-8:05
SATX1	Saturday	9-12:50

BU-520 Introduction to Computer Programming for Business
2 class hours, 2 laboratory hours, 3 credits

Introduction to algorithm development and computer programming for business applications in high-level languages. Problem-solving and hierarchy chart development; flowcharting and pseudocode fundamentals, input and output statements, conditional and unconditional control statements, the case structure, looping statements, string and numeric functions, arrays, sequential files.

Section MS	Monday	2-3:50
	Wednesday	2-3:50
Section NP	Tuesday	2-3:50
	Thursday	2-3:50

BU-801 Typewriting/Keyboarding 1
1 class hour, 3 laboratory hours, 2 credits

Basic instruction in touch typewriting/keyboarding; rules of form applicable to letter writing, tabulation, and college report writing; care of the typewriter. Supply charge $10

Section SP	Tuesday	3-4:50
	Thursday	3-4:50

EVENING

Section SATX	Saturday	9-12:50

BU-906 Int duction to Word Processing
3 class hours, 1 laboratory hour, 3 credits

Prerequisite: Must type a minimum of 35 w.p.m. Supply charge $10

Designed to develop an understanding of the concept of word processing in the automated office and to develop competency in the skill of machine transcription and the operation of word processing equipment in a word processing environment. Includes letter, memoranda, interoffice communications, manuscripts, and other documents used in general business as well as those used in such specialized areas as legal, medical and technical offices.

Section KS	Tuesday	2-3:50
	Thursday	2-3:50

EVENING

Section SATY	Saturday	1-4:50

SPEECH COMMUNICATION AND THEATER ARTS

SP-211 Fundamentals of Speech
4 class hours, 3 credits

Study of oral communication and its role in contemporary society. Emphasis on listening, interpersonal communication, small group decision-making, and public speaking, informative and persuasive speaking.

Section SP-1	Tuesday	3-4:50
	Thursday	3-4:50
Section SP-2	Tuesday	3-4:50
	Thursday	3-4:50
Section ST	Monday	4-4:50
	Wednesday	4-4:50

SP-532 Introduction to Theater
2 class hours, 2 credits

Fundamentals of the theater, emphasis on the forms of modern theater, development of critical standards. Material for analysis, discussion, and illustration is selected from such works of dramatic literature as may be on view in New York theaters and on campus. (The Department sponsors student productions of plays and Reader's Theater presentations.)

Section KM	Monday	1-2:50

MU-110 Introduction to Music
3 class hours 3 credits

A basic course, designed to develop in the student an understanding of musical art. After a discussion of basic concepts, terms, and principles of design in music, representative works of the great masters of the Baroque, Classical, Romantic, and Modern eras are played and analyzed. Aims for intelligent listening habits and recognition of specific forms and styles. Required readings, listening and concert attendance.

Section N Wednesday 3:30-6:05
Evening
Section - SATX Saturday 9-11:50

MU-141 - Jazz: An Introduction
3 class hours 3 credits

An introduction to jazz: the Afro-American roots, the development of styles for all seasons, the vocabulary and skills that will increase the enjoyment of listening to it. Outstanding works of the greatest performers are studied, as jazz is related to the world of music at large. Required readings, listening, and concert attendance.

Section N Monday 3:30-6:05

MU-157 - Music on the Modern Stage
3 class hours 3 credits

Jazz, musical comedy, operetta, twentieth-century opera on television and Broadway are examined as to how they affect contemporary music theater. Required readings, listening, and concert attendance.

Section P Tuesday and Thursday 4-6:35

MU-158 - Musical Theater of the Rock Generation
3 class hours 3 credits

Designed for students who wish to extend their study of music on the modern stage, especially works and techniques employed after 1960. A survey of Afro-American contributions to Broadway, music, and an exploration of the Broadway musical as a recipient and a recipient and a catalyst of international exchange are included. Required readings, listening, and concert attendance.

Section K Tuesday and Thursday 2-3:15

HE-106 First Aid and Safety Education
3 class hours 1 laboratory hour 3 credits

Provides a basic understanding of the causes and effects of accidents in our lives. Prevention of accidents and emergency care are the focus. Students successfully completing this course will be awarded an American Red Cross Standard First Aid Certificate.

Section MW45	Monday	4-5:40
	Wednesday	4-5:40

PE 711 -Introduction to Art of Dance
3 class hours 3 credits

A study of dance as an art form, includes an introduction to theories and styles of dance from primitive cultures to avant-garde. Relationship of dance to music, fine art, and theater discussed and clarified through film showings, selected readings, and attendance at dance performances. No previous experience required.

Section M2W23	Monday	2-2:50
	Wednesday	2-3:40

MU-180 Music Around the World
3 class hours 3 credits

A nontechnical survey of the folk and traditional music of various cultures - American, Hispanic, African, Near Eastern and Far Eastern. Listening techniques and basic musical terms included. Emphasis on understanding music in its cultural context. Required readings, listening, and concert attandance.

Section N Wednesday 3:30-6:05

MU-290 The Business of Music
3 class hours 3 credits

A general survey course to provide a working knowledge of music merchandising, management, publishing contracts, artists' unions, licensing agencies, artistic management, copyrights, record production, telecommunications, and film. Includes instruction on how to make a demo tape, how to promote a concert, how to choose a personal manager, agent, entertainment lawyer, and accountant.

Section N Monday 3:30-6:05

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